

**ENGLISH DEPARTMENT**  
**Graduate Course Descriptions**  
**Spring 2024**

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**MASTER'S LEVEL (500)**

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**EGL/WRT 509.01**                      **Studies in Language & Linguistics - Translation Studies**

This module explores how translation has been conceived throughout history and it focuses on how translation practices impact and relate to theory. Students will develop a good knowledge and practice of different types of translation – including interlingual, intralingual, and intersemiotic translation –, and grasp the ethical dilemmas that translating entails.

**3 credits, graded A-F**

**LEC 01**

**TH 5:30 - 8:20 PM**

**S. BRIONI**

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**EGL 585.01**                              **Topics in Cultural Studies**

This course will explore contemporary dystopian and post-apocalyptic literature, film, and culture in light of American anxieties regarding the individual agency, science and technology, capitalism, the environment, (post)humanity, and freedom.

**3 credits, graded A-F**

**LEC 01**

**ONLINE ASYNCH**

**R. CLARE**

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**EGL 587.01**                              **Topics in Race, Ethnic Studies - Queer Ecologies**

This graduate seminar uses ecocriticism and queer theory as its critical lens to explore the concept of queer ecologies in relation to race, gender, sexuality, and the environment in recent literature and culture. As understood and defined in ecocriticism and the environmental humanities, the term queer ecology refers to interdisciplinary scholarly practices that reimagine nature, biology, and sexuality in light of queer theory. As Catriona Sandilands explains, “queer ecology currently highlights the complexity of contemporary biopolitics [as conceptualized by Michel Foucault], draws important connections between the material and cultural dimensions of environmental issues, and insists on an articulatory practice in which sex and nature are understood in light of multiple trajectories of power and matter” (“Queer Ecology” in *Keywords for Environmental Studies*). Queer ecology upends and resists heterosexist concepts of nature and the natural, drawing from a diverse array of disciplines, including the natural and biological sciences, environmental justice, ecofeminism, and queer studies. At its heart, queer ecology deconstructs various hierarchical binaries and dichotomies that exist particularly within Western human notions of nature and culture. This seminar examines literature and prose (fiction and nonfiction) and films that feature a variety of modern and contemporary representations of human and nonhuman or more-than-human relations in the context of race, gender, sexuality,

and the environment. We will examine and explore cultural works (our course's textual and visual materials) through a queer ecologies critical lens to reimagine nature, biology, and sexuality in light of queer theory. Our goal will be to produce new critical understandings through the lenses of ecocriticism and queer theory as we read and discuss the cultural works for our class.

*\*This course can satisfy the non-western literature or literature of people of color requirement for teacher education students.*

**3 credits, graded A-F**

**LEC 01**

**W 5:30-8:20 PM**

**J. SANTA ANA**

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**EGL/WRT 592.01**    **Problems in Teaching Writing or Composition: Mentoring Writers**

This course explores the complex nature of writing pedagogy through the lens of both theory and practice. Writing is both a social and cognitive process and requires a shared understanding between readers and writers about its purposes and form, rhetorical modes, and language skills. Since much of writing is learned in schools, classroom practices are critical to the development of student writers. Learning to write involves engagement with authentic writing experiences that cultivate understanding of one's identity and prepare students to participate in the many discourses they will encounter outside the classroom. Schools are largely responsible for teaching students how to write, yet several factors can inhibit the implementation of effective writing instruction, most notably instructional practices, teacher preparation, and long-held beliefs about writing. Thus, in this course we will examine methods of writing instruction that work, exemplary teaching methodologies, and beliefs about writing that contribute to teacher effectiveness. Equity literacy, adaptations for English language learners and students with disabilities as well as enrichment and remediation approaches are also addressed in the course.

**3 credits, graded A-F**

**LEC 01**

**TU 5:30-8:20 PM**

**K. BUECHNER**

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**EGL 598: Thesis Research**

Writing a master's thesis of 30-40 pages under the guidance of a thesis advisor and a second reader. **Students who plan to take EGL 598 must download the appropriate [form](#) from the English department website.** Students must obtain the signature of the faculty member(s) they are working with, as well as the signature of the Graduate Program Director. This form then goes to the Graduate Program Coordinator who issues permission to enroll.

**3 credits, graded A-F (1 credit on retake only)**

**TUT**

**STAFF**

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**EGL 599: Independent Study**

**Students who plan to take EGL 599 must download the appropriate [form](#) at the English department website.** Students must obtain the signature of the faculty member(s) they are working with, as well as the signature of the Graduate Program Director. This form then goes to the Graduate Program Coordinator who

issues permission to enroll.

**3 credits, graded A-F**

**STAFF**

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**DOCTORAL LEVEL(600)**

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**EGL 608.01 Relations of Lit to other Disciplines: Upsetting Expectations: Genres of the Anthropocene**

As the Anthropocene and its many doubles—the Captialocene, The Plantationocene, The Chthulucene—disrupt our sense of stable settings and narrative expectations, genre studies has become increasingly central to eco-criticism and the Environmental Humanities. In Stephanie LeManager’s words, “people who might not be expected to care about genre are looking for patterns of expectation and narrative form with which to combat this unsettling era of climate shift and social injury.” Together, we will explore genre as a literary tool for analyzing *structures of expectation*, which are related to both “structures of feeling” (Raymond Williams) and “structures of reference and attitude” (Edward Said). Do destabilized environments demand new genres and new methods for organizing genre? How does the ongoing, uneven, and patchy transition toward “renewable” energy (especially solar) open contested futures foretold through contested genres (especially solarities)? What does the portrayal of plant and animal life signal about setting and genre? We will carefully examine a variety of literary works across a proliferation of emergent genres (including solarpunk, ribofunk, autofiction, afrofuturism, indigenous futurism, slipstream, weird fiction, eco-horror) as they disrupt and reframe readers’ expectations in the face of social and ecological uncertainty. Specifically, we will read works by writers such as Han Kang, N.K. Jemisin, Jenny Offill, Silvia Moreno-Garcia, Kazuo Ishiguro, Nnedi Okorafor-Mbachu, Jeff Vandermeer, Tade Thompson, Pola Oloixarac, Kim Stanley Robinson, Rita Indiana, and Margaret Atwood, among others. We will also draw on a variety of literary and cultural analysis, including work by Lauren Berlant, Rob Nixon, Zakiyyah Iman Jackson, Theodore Martin, Jasbir Puar, Anna Tsing, Amitav Ghosh, Alondra Nelson, Max Moore, Naomi Klein, George Bataille, Andreas Malm, Kathryn Yusoff, Ruha Benjamin, Oxana Timofeeva, Imre Szeman, and Rosi Braidotti.

**3 credits, graded A-F**

**SEM 01**

**M 1:00-3:50 PM**

**J. JOHNSTON**

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**EGL 615**

**Independent Study**

**Students who plan to take EGL 615 must download the appropriate [form](#) from the English department website.** Students must obtain the signature of the faculty member(s) they are working with, as well as the signature of the Graduate Program Director. This form then goes to the Graduate Program Coordinator who

issues permission to enroll.

**3 credits, graded A-F**

**TUT**

**STAFF**

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**EGL 688**

**Experiential Learning: Ph.D in Practice**

This course will introduce and encourage students to explore the range of careers and opportunities that a PhD education can provide. As an experiential learning course, the class will be less concerned with theoretical inquiry but instead will have students actively workshop how to translate their educational experiences to a variety of academic and non-academic audiences. This will involve sharing resources with one another, discussing the art of building interpersonal relationships and networks, and attending events of their choosing. In the process we will go over a number of strategies that students can use to approach their coursework, teaching, conferences, c.v. development, public-facing scholarship, and more.

**TU**

**1:00-3:50 PM**

**T. AUGUST**

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**EGL 690**

**Directed Readings**

For PhD students preparing for General Exams and the Dissertation Prospectus Meeting. **Students who plan to take EGL 690 (Directed Readings) must download the enrollment [form](#) from the English department website.** Students must obtain the signature of the faculty member(s) they are working with, as well as the signature of the Graduate Program Director. This form then goes to the Graduate Program Coordinator who issues permissions to enroll.

**0-9, credits graded S/U**

**TUT**

**STAFF**

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**EGL 697.01**

**Practicum in Teaching Literature**

For teaching assistants only. Interested students should speak with their advisor prior to enrolling.

**3 credits graded S/U**

**TUT 01**

**APPT**

**TIMOTHY AUGUST**

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**EGL 699**

**Dissertation Research On-Campus**

Major portion of research must take place on SBU campus, at Cold Spring Harbor, or at the Brookhaven National Lab. Fall, Spring, and Summer. Full-time students need 9 credits. **Students who plan to take EGL 699 (Dissertation Research) must first download the appropriate [form](#) from the English department website.** Then students must obtain the signature of the faculty member(s) they are working with, as well as the

signature of the Graduate Program Director. This form then goes to the Graduate Program Coordinator who issues permission to enroll.

**0-9, credits graded S/U**

**TUT**

**STAFF**

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**EGL 700**

**Dissertation Research Off-Campus Domestic**

Major portion of research will take place off-campus, but in the United States and/or U.S. provinces. Please note, Brookhaven National Labs and the Cold Spring Harbor Lab are considered on-campus. All international students must enroll in one of the graduate student insurance plans and should be advised by an International Advisor. Fall, Spring, Summer. Full-time students need 9 credits. **Students who plan to take EGL 700 (Dissertation Research) must first download the appropriate [form](#) from the English department website.** Then students must obtain the signature of the faculty member(s) they are working with, as well as the signature of the Graduate Program Director. This form then goes to the Graduate Program Coordinator who issues permission to enroll.

**0-9, credits graded S/U**

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**EGL 701**

**Dissertation Research Off-Campus International**

Major portion of research will take place outside of the United States and/or U.S. provinces. Domestic students have the option of the health plan. International students who are in their home country are not covered by a mandatory health plan and must contact the Insurance Office for the insurance charge to be removed. International students who are not in their home country are charged for the mandatory health insurance. If they are to be covered by another insurance plan they must file a waiver by the second week of classes. The charge will only be removed if the other plan is deemed comparable. All international students must receive clearance from an International Advisor. Fall, Spring, Summer. **Students who plan to take EGL (Dissertation Research) must first download the appropriate [form](#) from the English department website.** Then students must obtain the signature of the faculty member(s) they are working with, as well as the signature of the Graduate Program Director. This form then goes to the Graduate Program Coordinator who issues permission to enroll.

**0-9, credits graded S/U**

**TUT**

**STAFF**

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**NOTES:**

**English Students:**

**All students should meet with an advisor before they register for any courses**

**Taking courses outside of English:** If you are interested in taking a graduate course that is not EGL or not cross-listed with EGL, you must obtain written permission from the Graduate Program Director, the semester before the course begins. Just because SOLAR allows you to register for a non-EGL course does not mean that it can count toward your degree-get permission first.

**Non-English Students:**

Graduate English courses are open to all English students. Students outside of the English department who would like to take an English course should contact the instructor of the course and the graduate program coordinator for enrollment permissions.